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ABSTRACT

Study abroad is an attractive alternative for university students, but with increasing costs and decreasing dollar values administrators must take a closer look at program outcomes as they relate to institutional values and goals. The project reported here focuses on self-development, specifically the effect of study abroad on student self-esteem and self-efficacy relative to program goals. Measures developed to investigate this question were used by students (N=70) to reflect pre- and post-study experience to determine if their feelings of worth and confidence in their competence were influenced by time abroad. Students were enrolled in an American liberal arts program in Italy, for either a full year or a single semester. The major findings indicated that at completion of the time abroad students had changed considerably in their perceptions of their ability to perform specific behaviors. This was interpreted as a positive outcome reflecting increased self-understanding, objectivity, and a more realistic evaluation of one's own capabilities and behaviors. Friends assumed the greatest significance for a majority of students. Those who remained in Italy for a full academic year were able to realize to a greater extent the goals of the program than were those who returned to America after a single semester. For program planners and administrators, examination of each scale item reveals competencies which need to be further strengthened and values which could be further reinforced within a foreign cultural setting. The survey instrument is attached. (LLL)

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# The Impact of Study Abroad on University Students' Perceptions of Self

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Abstract

This research investigated the extent to which study abroad impacted upon university students' feelings of esteem and efficacy relative to the goals of the foreign study program. Measures based on specific skills, attitudes, values and behaviors reflecting these goals were designed and administered pre- and post- study abroad. Students were enrolled in an American liberal arts program in Italy, for either a full year or a single semester. Esteem and efficacy dimensions included social and individual development related to independence, initiative, problem-solving, communication, empathy and understanding, physical and academic abilities, moral and ethical behaviors. Realistic shifts in self-evaluations and perceptions of competence reflected increased self-awareness, which resulted from involvement in new experiences. Single semester students changed less than did those who were enrolled for the academic year. Examination of single esteem and efficacy items provided a detailed analysis of the relationship between student esteem and efficacy and institutional goals.

# The Impact of Study Abroad on University Students' Perceptions of Self

Study abroad is an attractive alternative for university students but with increasing costs and decreasing dollar values administrators must take a close look at program outcomes as they relate to institutional values and goals. One can find general support for the value of both a liberal arts education and foreign study. The more specific connections between institutional goals and educational outcomes are less clear. Nor have the effects of such an experience upon students been thoroughly investigated. The project reported here focuses on self-development, specifically the effect of study abroad on student self-knowledge, -esteem, -competence, and -confidence relative to program goals.

## STUDENT DEVELOPMENT AND STUDY ABROAD

"To expand the range of satisfaction and productive enjoyment for both men and women is a primary purpose of liberal education and a primary aim of human development" (Chickering, 1971: 128). In addition, to-day education must prepare all students to live in a world of to-morrow. Students will be required during their lifetime to respond to more diversity than was dreamed of a few years ago. They have to respond to this diversity with both sensitivity and rationality. "Since we live

in a world increasingly interdependent, the international dimension is relevant to education at all levels in order to identify and provide means for comprehension and confrontation of the various problems facing humanity" (Hess, 1982: 43).

Many of our attitudes toward and beliefs about foreign countries are shaped by mass media. Perceptions of cultural and economic similarity and shared national interests are substantial forces shaping public opinion about foreign countries (Tims and Miller, 1986: 479). People who have the opportunity to travel and to live abroad can widen the latitudes within which they view others and themselves. Hansel and Grove's (1986) study validated the educational benefits of living abroad for international high school exchange students. These adolescents who travelled to other countries changed more than did a comparison group who did not have similar experience. They increased the most in "awareness and appreciation of the host country and culture." Other areas of growth were related to, "understanding other cultures, international awareness, foreign language appreciation and ability." Blicknese (1968) and McCombie (1984) reported similar findings for college students studying abroad.

For these young people, this development along social and interpersonal dimensions is accompanied by equally important interpersonal changes. "Persons change as they encounter new conditions, new experiences, and new kinds of people for which

preestablished responses are inadequate, and for which new skills, behaviors, words, concepts and attitudes are required" (Chickering and Kuper, 1971: 260). Foreign study experience enhances personal development relative to increased perceptions of self-reliance, self-confidence, adaptability and responsibility for self (Hansel and Grove, 1986; Klineberg and Hull, 1979; McCombie, 1984). Cognitive and problem solving skills also improve and students face challenges more creatively, generating new options for themselves (American Field Service Impact Study, 1984; Klineberg and Hull, 1979).

These developmental outcomes are related to self-esteem and self-efficacy. Both are crucial for successful and productive living. Self-esteem is one's feeling of worthwhileness based on areas of competence in behaviors which are personally valued. Self-efficacy can be measured in terms of level of competence and strength of confidence in ability to accomplish behavioral tasks. Studies of expectancy for success reveal that self-efficacy is affected by performance feedback and that experience at a task stabilizes self-efficacy. Also, continuous reinforcement makes self-efficacy more resistant to extinction and increases the potential for internalization of self-efficacy judgments from one task to others (Kirsch, 1986: 339). The benefits of foreign study which have been reported appear to be closely related to the processes in self-esteem and self-efficacy development. These two related self-dimensions, "esteem and efficacy", could

be the keys to dual-developmental goals of liberal arts students; individual self-actualization and international interdependence, and they are the focus of a study of students at an American based center of liberal arts. The selected efficacy and esteem building behaviors exemplify the goals of this program.

## BACKGROUND AND PROGRAM

The Italian center is a small American college in a European setting. It offers students a variety of academic courses and the opportunity to live together and form a community in a city with considerable cultural and religious importance to the Western World for over 2000 years. The students are not tourists. The Italian city is their home for a year or a semester.

While the academic program is central, travel is an important part of the program. Classes and vacations are scheduled to allow students to combine study and travel. These are not the only preoccupations. Alumni have said their warmest memories are of the center community itself. Students are in a foreign country, subject to its laws and unfamiliar with its customs. But they are not alone. Students, faculty, and administration form a close family interested in the well-being of its members. For the students it is a time to explore and to form friendships (Loyola Rome Center Brochure: 1987).

McCombie (1985, 1987) investigated both short and long term effects of this foreign experience upon the students who live and study there and reported the following: (1) a sense of excitement and a desire to return to the city and to Europe, (2) feelings of personal growth in independence, assertiveness, and tolerance for others, (3) awareness of more options for life style and occupation, (4) formation of enduring friendships based on shared experiences, (5) increased understanding of global events and international intercultural issues. On the other hand these students were less concerned about cooperation with others to achieve group goals or being of service and more concerned with having many good friends and getting more enjoyment out of life. In his study of long term effects, McCombie (1987) was primarily interested in the relationship of input variables such as previous travel abroad to long term outcomes such as career development.

## THE STUDY

The study reported here has as its specific focus student perceptions of self-efficacy and self-esteem directly related to the goals and the values on which the foreign program is based. Measures developed to investigate this question were used by students pre and post the study experience to determine if their feelings of worth (self-esteem) and confidence in their

competence (self-efficacy) were influenced by the time abroad.

## Subjects and Data Collection

Questionnaires with cover letters were mailed in the registration packet to all applicants to the program (N = 190). One hundred and eight of them returned completed forms, 39 males and 69 females. Post-experience retest data were collected by the researchers in the classrooms at the end of the first term for those who were returning home (N = 45) and at the end of the academic year for those who remained for the full time (N = 25). These 70 student, 65% of the entering experimental group, constituted the sample for data analysis (90% of the seniors, 66% of the juniors and 2% of the sophomores; 75% of the males, 60% of the females).

## Instrumentation

Subjects completed one measure of self-efficacy and two measures of self-esteem. These instruments were developed specifically for this study: the Student Survival Self-Efficacy Measure (SSS-EM), the Self-Knowledge Scale (S-KS, and the Self-Feelings Scale (S-FS). Exit essays were also requested.

### The Student Survival Self-Efficacy Measure (SSS-EM)

The Student Survival Self-Efficacy Measure (SSS-EM), developed for the present study and reported elsewhere (in process), asks subjects to rate their ability to perform specific accomplishments which reflect the goals of the foreign study program, and are critical to success in it. These "survival requirements" focus on (1) social and interpersonal relationships, (2) communication, (3) empathy and understanding, (4) independence and initiative, (5) problem solving, (6) self-discipline and a sense of responsibility, (7) practical management. Procedures used by Betz and Hackett (1981) and Lent et al. (1986) were followed. Self-efficacy was assessed by asking students to indicate whether they could successfully accomplish the specified tasks relating to these survival requirements. Level of self-efficacy scores is obtained by summing the number of accomplishments subjects believe they can perform. Strength of self-efficacy is assessed by having subjects estimate their degree of confidence in their ability to do the specified tasks. Strength (or confidence) is indicated on a 10-point scale ranging from "completely unsure" (1) to "completely sure" (10). Strength scores for each subject are calculated by dividing the summed strength estimates by 25, the total number of items. Scores for each of the seven survival requirement categories are obtained similarly. Coefficient alpha was used to estimate internal consistency reliability for the 25 items (.88) with a range from .69 to .81 in the seven categories.

Only strength of self-efficacy was used in this study because it effectively subsumes information obtained in the level measure.

The Self-Knowledge Scale (S-KS)

The Self-Knowledge Scale, was used as an index of self-attitude relative to four specific categories (1) individual and personal characteristics, (2) physical appearance and abilities, (3) social and interpersonal skills, (4) vocational, work and school performance. The S-KS contains 25 statements about the self that subjects respond to on a four-point scale, yielding a favorable-to-unfavorable dimension of attitude toward the self. Higher scores indicate more favorable self-attitudes. The coefficient alpha value for this scale was .86 with sub-scale values ranging from .61 to .68.

The Self-Feelings Scale (S-FS)

The Self-Feelings Scale served as an index of self-esteem. This measure contains 20 statements about the self as an (1) autonomous, (2) interacting individual directed by a system of, (3) values and functioning in multiple, (4) roles. Statements reflect the concepts underlying the goals of the foreign study program which are also the basis of the previously described SSS-EM. Subjects respond to these self-statements relative to six feeling dimensions: (1) very good, (2) good enough, (3) very bad,

(4) doesn't matter to me, (5) I'd like to improve or feel differently, (6) I never thought about it. This response mode allows subjects to indicate a range of feelings more reflective of the impact of esteem than do the "agree-disagree" and "like me-not like me" responses customarily used in measures of self-esteem. Self-statements which the individual has not thought about or which don't matter will not impact on feelings of worth. Coefficient alpha was used to estimate internal consistency reliability for the 20 items .88 for the scale as a whole with a range of .63 to .69 for the four sub-scales: autonomy, interaction, roles, values.

For the purpose of this study, dimensions one and two ("very good" and "good enough") were combined as were dimensions four and six ("doesn't matter to me," and "I never thought about it"). This resulted in four response categories used for purposes of analysis and discussion (1) positive, (2) improve, (3) neutral, (4) negative.

## Results

The focus of this paper is on the effect of studying abroad on students' self-understanding, self-esteem and feelings of competence. When repeated measures factorial analysis of variance was applied to the total and sub-scale scores from the three instruments used in the study, few significant differences

were found. Therefore, individual test items were examined separately. In addition, "Exit Essays" were analyzed for information about significant others on these students' self-esteem. These descriptive data provide specifics which are useful in examining the extent to which program goals are met.

Self-Efficacy Data

Student level of confidence in their ability to perform some behaviors related to the goals of the program increased during their time in Italy. One hundred percent confident was the level used. The pre- and post-test percentages of the student sample were compared, with a thirty percent increase arbitrarily selected as the improvement level (Table 1). For example, pre-test data showed that 41.2% of the students were 100% confident that they could get assistance for a sick friend. At post-test, 67.7% were 100% confident, an increase of 64%.

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Table 1 about here

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The behaviors for which the 30% increase to the 100% confidence level did not occur were: "maintain grade-point average, concentrate on academic responsibilities, be responsible for your health and welfare, follow the customs of society, and utilize the city's cultural resources." The largest percentages

of students at the 100% confidence level at post-test were for the following behaviors: "arrange mid-term break to a foreign country (88%, two semesters - 2S), use public transportation (84% , 2S), locate hotel room (80%, 2S), make decisions on your own (76%, 2S), see that pickpockets don't get your money (76%, 2S), ask for directions to the laundromat (76%, 2S), get help for a sick friend (67.7%, one semester)."

These findings reflect increased self-confidence in those skills necessary for the international and cultural interaction and experience which is integral to the foreign program. Also, it is interesting to note that the additional semester in the program makes a distinct difference. The 100% confidence level was reached on 17 of the 25 self-efficacy behaviors for the two-semester group, but on only nine of them for students who stayed only one semester.

For the self-efficacy scores, percentage of students who fell below the 50% confidence level were also examined using the 30% designated point, in this case to determine if there were behaviors in which students felt less confident. However percentages, and therefore actual numbers of students, were quite small. For the single-semester students, "coexist with roommates (15.4%), concentrate on academics (13.8%), make new friends in residence (10.8%), and manage money (26.2%)" were competencies in which more students fell below the 50% confidence level at post-

test than at pre-test time. For the full year students the areas were, "use city's cultural resources (20%), maintain standards and values (8%), make own decisions (4%)."

These findings reflect expected individual differences in student abilities to adapt to the unique foreign experience. A second semester could have allowed the time necessary for working through the relationship and academic time management problems. On the other hand, students who stay longer, travel more, investigate cultural resources farther afield, and encounter a wider range of standards and values which they must evaluate. Decisions thus become more complex.

Self-Knowledge Data

On the Self-Knowledge Scale the "strongly agree" and "strongly disagree" categories were examined for the 25 items, all of which focus on self-esteem, "agreement" having a positive valence, and "disagreement" a negative one. The 30% change criterion was used. For students who spent a single semester in Italy there was a decrease in the percentage who agreed that they were confident in: "social situations (to 24.6%); others consider me attractive ( to 4.6%); get along well with other people (to 32.3%); show concern for moral issues (to 29.2%) people respect my abilities and knowledge (to 27.7%); am able to make decisions on my own (to 47.7%); and am a morally good person (to 30.8%)"

(Table 2). The percentage of full year students decreased in "agreement" by 30% on the following self-evaluations: "most people my age like me (8%); am in control of my life (14%); show

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Table 2 about here

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concern for moral issues (24%); am a good citizen (24%)." Thirty percent more of these students agreed with these descriptors at the end of their year abroad: "am good at the work I do (60%); am able to make decisions on my own (76%); others want to be with me (36%); feel good about how I look (24%); am content with myself (60%); am confident in my abilities (48%); am an effective family member (60%)." Increase in the number of students who disagreed involved very small actual numbers and were in the category, "physical appearance and abilities."

Self-Feelings Data

The Self-Feelings Scale measured students' esteem level and self-satisfaction. Few students felt "very bad." Those personal attitudes which over 30% of the students "wanted to improve" and about which they felt "very good" are reported here (Table 3). In the "very good" category there was at least a 30% decrease from pre- to post-testing in "worker (62.3% - 35.9%), social individual (46.3% - 34.4%), religious person (33.7% - 20.3 %), physical and athletic (30.3% - 20.2%), and capable (46.3% -

35.9%)." Greater objectivity in self-appraisals could account for these lowered feelings of self-esteem. The eight areas in which 30% of the students wished to improve after one semester in Italy were as "students (26.6%), citizens (9.4%), family members

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Table 3 about here

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(20.3%), friends (9.4%), seekers of knowledge (18.8%), decision makers (21.9%), religious persons (29.7%), ethical-moral persons (7.2%), and empathic caring people (6.3%)." Self-reflection and introspection coupled with goal restatement relative to the values espoused by Loyola University could account for this desire for improvement.

For the students attending the center for the two-semester academic year there was a 30% increase in the number who felt "very good" about themselves relative to the following roles and characteristics: "independence (78.3%), family member (73.9%), decision-maker (69.6%), citizen (60.9%), capable (60.9 %), cultured (56.5%)" (Table 3).

For 30% of the full-year students the desire "to improve" decreased on eight dimensions so that at the end of the year these were the percentages: "17% for cultured, 8.7% for family, social, and decision-maker, 4.3% for friend, capable,

independent, and others reactions." This decrease in desire to improve could be caused by students who now feel "very good" about themselves relative to these roles. There was an increase in those wanting to improve as "students (30.4%), and physical athletic (34.8%)."

For each item on the Self-Feelings Scale students were asked to indicate on a scale from 10 to 100, how important each was to their self-image. At the 90-100 (extremely important) range, over 30% of the one-semester students indicated a decrease related to "student (37.7% - 28.6%), worker (38.3% - 19.0%), lover of beauty (26.9% - 14.3%), social (25.7% - 9.5%), and religious (38.1% - 23.8%)." For the one-semester student these figures may reflect a selective process. Individuals, at various times, base feelings of self-worth on specifics which then assume the most importance. Other facets of self may be put on hold temporarily.

Numbers of full-year students at the "extremely important" range increased to the percentage noted: "citizen (31.8%), worker (54.5%), cultured person (40.9%), physical athletic (27.3%). A diverse, well-rounded individual is personified in these role dimensions which more students at the end of the year designate as "extremely important."

## Exit Essay

An additional source of data relevant to student self-esteem was available for full-year students at the Italian Center. Self-esteem is based not only on one's own appraisals but also on the reflected appraisals of those who are significant to the individual. With this as the focus, post-test materials included a single page exit essay. Students were instructed to respond to the following: "Sometimes there are specific events in our lives and/or a certain person or persons who make us feel either 'very worthwhile' or 'very nothingness'. Have there been any such influences on your feelings of self-worth during the past year?"

Twenty-six (37%) students (8 male, m; 18 female, f) completed the essay. Content was analyzed and could be categorized under the two influences on self-esteem: self-appraisal and others' feedback. The self-descriptors were related to these dimensions, (1) accomplishments (f = 2), (2) overcoming difficulties (f = 14, m = 1) and (3) learning to depend upon oneself (f = 2, m = 1). The esteem-building functions of others were (1) support systems (f = 29, m = 4), (2) sharing (f = 4, m = 2) (respecting and accepting (f = 10, m = 5). Frequencies with which these were mentioned indicate their relative importance to the students. The difficulties which students overcame and viewed as esteem-building were closely

related to personal development and autonomy specific to life at the Rome campus: managing in a foreign culture; traveling and language; meeting new people and making new friends; dealing with sickness, death and academic challenges.

Supportive functions of others included emotional support, with both physical and verbal evidences such as encouragement, praise and predictions of success. Being asked for assistance and being offered assistance both contributed to feelings of worth. Sharing included interests, ideas and most important, time.

Thirteen of the 26 students identified friend/s as the most significant person, with family member/s (N = 11) second in frequency of choice. Teachers were not very significant (N = 5). There were gender differences in attribution of significance for friends (M = 75%, F = 50%), and for family (M = 17%, F = 61%).

## Summary

This study details the changes in students' feelings of self-efficacy and self-esteem relative to university goals for a study program in Italy. The major findings indicate that at completion of the time abroad students have changed considerably in their perceptions of their ability to perform specific behaviors. This was interpreted as a positive outcome reflecting

increased self-understanding, objectivity and a more realistic evaluation of one's own capabilities and behaviors. Friends assumed the greatest significance for a majority of students. Those who remained in Italy for a full academic year were able to realize to a greater extent the goals of the program than were those who returned to America after a single semester. For program planners and administrators examination of each scale item reveals competencies which need to be further strengthened and values which could be further reinforced within a foreign cultural setting.

Further research should investigate the extent to which students' initial goals concur with institutional program goals. Also students' feelings or worth may rest on competencies and characteristics which were not included in the instrumentation designed for this study.

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Table 1

Percentage of Students at 100% Confidence Level for Self-Efficacy Items by Time and Semester

| Items | Time & Semester | | | |
|---|---|---|---|---|
| | One Semester | | Two Semesters | |
| | Pre | Post | Pre | Post |
| 1. Maintain your current grade-point average | | | | |
| 2. Co-exist harmoniously with your roommate | | | 34.5 | 52.0 |
| 3. Be responsible for your own health and welfare | | | 56.5 | 40.0 |
| 4. Make decisions on your own | | | 56.5 | 76.0 |
| 5. Follow the customs and rules of the society | | | | |
| 6. Concentrate on your academic responsibilities | | | | |
| 7. Utilize the cultural resources of the city | | | | |
| 8. Plan your time efficiently | 19.2 | 27.7 | 19.2 | 36.0 |

| | | | | | |
|---|---|---|---|---|---|
| 9. Make new friends in residence | | | | 44.1 | 64.0 |
| 10. Contribute to student life on campus | 27.1 | 38.5 | | | |
| 11. Become acquainted with strangers outside the university | | | | 25.4 | 40.0 |
| 12. Manage your financial resources efficiently | 11.3 | 23.1 | | 31.1 | 48.0 |
| 13. Find out about her life from an old non-English speaking woman whom you meet on a bus | | | | 11.3 | 36.0 |
| 14. Organize events for a study and social club. | 8.5 | 15.4 | | 8.5 | 28.0 |
| 15. Assist a lost child who does not speak your language. | | | | 18.1 | 56.0 |
| 16. Discuss your objection to his/ her smoking with your roommate | | | | 41.8 | 64.0 |
| 17. Speak only a foreign language for a whole weekend | 18.6 | 32.3 | | 18.6 | 44.0 |

| | | | | |
|---|---|---|---|---|
| 18. Barter for the best price in a flea market | | | 20.3 | 44.0 |
| 19. Devise a method for ensuring pickpockets do not get your money | | | 31.1 | 76.0 |
| 20. Ask a man on the street for directions to the laundromat | 36.2 | 47.7 | 36.2 | 76.0 |
| 21. Arrange your mid-term break to a foreign country | 43.5 | 60.0 | 43.5 | 88.0 |
| 22. Maintain your own standards and values under peer pressure | | | | |
| 23. Use public transportation to go where you want in the city | | | | |
| 24. Get the necessary assistance for a friend who gets sick when you are both away on the weekend | | | 41.2 | 67.7 |
| 25. In a strange city, locate a hotel room that you can afford | 29.4 | 61.5 | 29.4 | 80.0 |

Table 2

Percentage of Students Who "Strongly Agree" with Self-Knowledge Items by Time and Semester

| Items | Time & Semesters | | | |
|---|---|---|---|---|
| | One Semester | | Two Semesters | |
| | Pre | Post | Pre | Post |
| 1. I'm fair | | | | |
| 2. I'm good at the work I do | | | 46.3 | 60.0 |
| 3. I'm self reliant | | | | |
| 4. I'm confident in social situations | 33.9 | 24.6 | | |
| 5. I'm as good as most people at physical activities | | | | |
| 6. Other people consider me attractive | 11.3 | 4.6 | | |
| 7. I get along well with other people | 42.4 | 32.3 | | |
| 8. Most people my age like me | | | 31.6 | 8.0 |
| 9. I'm in control of my life most of the time | | | 40.7 | 14.0 |
| 10. Others think I'm successful in my school work | | | | |
| 11. I show concern for moral | | | | |

| | | | | |
|---|---|---|---|---|
| issues | 46.3 | 29.2 | 46.3 | 24.0 |
| 12. I'm a good citizen. | | | 41.8 | 24.0 |
| 13. People respect my abilities and knowledge | 37.3 | 27.7 | | |
| 14. I'm as capable as most people my age | | | | |
| 15. I'm able to make decisions on my own | 55.4 | 47.7 | 55.4 | 76.0 |
| 16. Others seek my company and want to be with me | | | 26.6 | 36.0 |
| 17. I can communicate well with most people | | | | |
| 18. I feel good about how I look | | | 18.1 | 24.0 |
| 19. I'm content with myself as a person | | | 28.2 | 60.0 |
| 20. I'm confident in my own abilities | | | 34.5 | 48.0 |
| 21. I'm a morally good person | 43.5 | 30.8 | 41.8 | 60.0 |
| 22. I'm an effective family member | | | | |
| 23. I'm satisfied being a female (or male) | | | | |
| 24. My physical skills and abilities are adequate | | | | |
| 25. I'm a worthwhile individual | | | | |

Table 3

Percentage of Students by Evaluation of Feelings, Time, and Semester, For Self-Feelings Items

| * ITEM | EVALUATION | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Very Good | | | | Want to Improve | | | | Very Important | | | |
| Semesters & Time | One | | Two | | One | | Two | | One | | Two | |
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| 1. | | | | | 20.0 | 26.6 | 20.0 | 30.4 | 37.7 | 28.6 | | |
| 2. | | | 35.4 | 60.9 | 6.9 | 9.4 | | | | | 17.1 | 31.8 |
| 3. | | | 55.4 | 73.9 | 12.6 | 20.3 | 12.6 | 8.7 | | | | |
| 4. | | | | | 5.1 | 9.4 | 5.1 | 4.3 | | | | |
| 5. | 62.3 | 35.9 | | | | | | | 38.3 | 19.0 | 38.3 | 54.5 |
| 6. | | | | | 2.9 | 1.6 | | | | | 29.1 | 54.5 |
| 7. | | | | | | | | | | | | |
| 8. | | | 58.3 | 78.3 | | | 13.7 | 4.3 | | | | |
| 9. | | | | | 14.3 | 18.8 | | | | | | |
| 10. | | | | | | | | | | | 30.9 | 45.0 |
| 11. | | | 34.3 | 56.5 | | | 29.7 | 17.4 | | | 26.9 | 40.9 |
| 12. | | | | | | | | | 26.9 | 14.3 | | |
| 13. | 46.3 | 34.4 | | | 16.0 | 10.9 | 16.0 | 8.7 | 25.7 | 9.5 | | |
| 14. | | | 43.4 | 69.6 | 16.0 | 21.9 | 16.0 | 8.7 | | | | |
| 15. | 33.7 | 20.3 | | | 18.9 | 29.7 | 18.9 | 21.7 | 38.1 | 23.8 | | |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 28 | | | | | | | | | | |
| 16. | | | | | | | | | | | | | | | | 9.1 | 17.2 | | | |
| 17. | | | 30.3 | 20.2 | | | | | | | | | | | | 21.1 | 34.8 | | | 16.6 27.3 |
| 18. | | | | | | | | | | | 4.0 | 6.3 | | | | | | | | |
| 19. | | | 46.3 | 35.9 | 46.3 | 60.9 | | | | | | | | | | 13.0 | 4.3 | | | |
| 20. | | | | | | | | | | | 10.9 | 6.3 | | | | 10.9 | 4.3 | | | |

---

* Note: See Figure I for item descriptors.

Figure 1
Self-Efficacy Measure

| TASK | CAN DO ( ) | CONFIDENCE (10-100) |
|---|---|---|
| 1. Maintain your current grade-point average | ------- | ---------- |
| 2. Co-exist harmoniously with your roommate | ------- | ---------- |
| 3. Be responsible for your own health and welfare | ------- | ---------- |
| 4. Make decisions on your own | ------- | ---------- |
| 5. Follow the customs and rules of the society | ------- | ---------- |
| 6. Concentrate on your academic responsibilities | ------- | ---------- |
| 7. Utilize the cultural resources of the city | ------- | ---------- |
| 8. Plan your time efficiently | ------- | ---------- |
| 9. Make new friends in residence | -------- | ---------- |
| 10. Contribute to student life on campus | -------- | ---------- |
| 11. Become acquainted with strangers outside the university | -------- | ---------- |
| 12. Manage your financial resources efficiently | -------- | ---------- |
| 13. Find out about her life from an old non-English speaking woman whom you meet on a bus | -------- | ---------- |
| 14. Organize events for a study and social club | -------- | ---------- |
| 15. Assist a lost child who does not speak your language | -------- | ---------- |
| 16. Discuss your objection to his/her smoking with | | |

17. Speak only a foreign langauge for a whole weekend -------- ----------
18. Barter for the best price in a flea market -------- ----------
19. Devise a method for ensuring that pickpockets do not get your money -------- ----------
20. Ask a man on the street for directions to the laundromat -------- ----------
21. Arrange your mid-term break to a foreign country -------- ----------
22. Maintain your own standards and values under peer pressure -------- ----------
23. Use public transportation to go where you want in the city -------- ----------
24. Get the necessary assistance for a friend who gets sick when you are both away on the weekend -------- ----------
25. In a strange city, locate a hotel room that you can afford -------- ----------

Figure II

Self-Knowledge Scale

Think of yourself and for each item circle the letters that indicate how you feel about yourself.

SD = STRONGLY DISAGREE

D = DISAGREE

A = AGREE

SA = STRONGLY AGREE

| | | | | |
|---|---|---|---|---|
| 1. I am fair | SD | D | A | SA |
| 2. I am good at the work I do | SD | D | A | SA |
| 3. I am self reliant | SD | D | A | SA |
| 4. I am confident in social situations | SD | D | A | SA |
| 5. I am as good as most people at physical activities | SD | D | A | SA |
| 6. Other people consider me attractive | SD | D | A | SA |
| 7. I get along well with other people | SD | D | A | SA |
| 8. Most people my age like me | SD | D | A | SA |
| 9. I am in control of my life most of the time | SD | D | A | SA |
| 10. Others think I am successful in my school work | SD | D | A | SA |
| 11. I show concern for moral issues | SD | D | A | SA |
| 12. I am a good citizen | SD | D | A | SA |
| 13. People respect my abilities and knowledge | SD | D | A | SA |
| 14. I am as capable as most people my age | SD | D | A | SA |

| | | | | |
|---|---|---|---|---|
| 16. Others seek my company and want to be with me | SD | D | A | SA |
| 17. I can communicate well with most people | SD | D | A | SA |
| 18. I feel good about how I look | SD | D | A | SA |
| 19. I am content with myself as a person | SD | D | A | SA |
| 20. I am confident in my own abilities | SD | D | A | SA |
| 21. I am a morally good person | SD | D | A | SA |
| 22. I am an effective family member | SD | D | A | SA |
| 23. I am satisfied being a female (or male) | SD | D | A | SA |
| 24. My physical skills and abilities are adequate | SD | D | A | SA |
| 25. I am a worthwhile individual | SD | D | A | SA |

Figure III

Self-Feelings Scale

Place an X on the number that indicates how you feel about yourself in each description below.

1 = Very good

2 = Good enough

3 = Very bad

4 = Doesn't matter to me

5 = I'd like to improve or feel differently

6 = I never thought about it

| | | (10-100) |
|---|---|---|
| 1. as a student | 1 2 3 4 5 6 | ------ |
| 2. as a citizen | 1 2 3 4 5 6 | ------ |
| 3. as a family member | 1 2 3 4 5 6 | ------ |
| 4. as a friend | 1 2 3 4 5 6 | ------ |
| 5. as a worker | 1 2 3 4 5 6 | ------ |
| 6. as a member of your sex | 1 2 3 4 5 6 | ------ |
| 7. as a secure, confident person | 1 2 3 4 5 6 | ------ |
| 8. as an independent person | 1 2 3 4 5 6 | ------ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 9. as a seeker of knowledge | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 10. as a communicator | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 11. as a cultured individual | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 12. as a lover of beauty | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 13. as a social individual | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 14. as a decision maker | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 15. as a religious person | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 16. as an ethical, moral person | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 17. as a physical, athletic person | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 18. as an empathic, caring person | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 19. and your capabilities | 1 | 2 | 3 | 4 | 5 | 6 | ------ |
| 20. and others' reactions to you | 1 | 2 | 3 | 4 | 5 | 6 | ------ |